**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  2nd Grade | | | **Date(s)**:  Task 3 Lesson 4 |
| **Unit Title:**  Unit 1- Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the values of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * BrainPOP Jr. | | **Student:**   * Place value cups * Number tiles * Task cards * Math notebooks | | | digit, numeral, value, ones, tens, hundreds | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons. | | | | | |
| **I Can Statement(s):**  I can read a three digit number.  I can identify the place that each digit holds. | | | | | |
| **Activating Strategy/Hook:** (5:46 mins) (How will students become cognitively engaged and focused?)  Students will watch BrainPOP Jr. video under “math” 🡪 “number sense” 🡪 “place value”. This is to serve as a review of place-value and an introduction to reading numbers and identifying the **value** of each digit. | | | | | |
| **Teacher Directed:** (20-30 mins)  Teacher will write a three-digit number on the board; 3**7**4 making sure to write the tens place in a different color. Teacher will explain to students that the 7 is in the tens place and will take out 7 tens rods to show that this is the **value** of the 7. With the same number, **3**74, teacher asks students what’s the **value** of the 3. Teacher will take out 3 hundreds boards (flats) to show that the **value** of the 3 is 300. Repeat this process asking students what the **value** of the 4 is in the number 37**4**. Teacher will then write a different three-digit number on the board; 925 and repeat the process asking students what the **value** of each number is. Teacher will write another number on the board and ask students to show the **value** of a chosen digit, students will show the value using place value blocks. Repeat this as needed. Teacher will then remind students of the place value cups place value manipulative.jpg as used on day 2. Teacher will say/write another number and ask students to show the **value** using the cups. Make sure to have a discussion as to how the students know the **value** of each digit. | | | | | |
| **Guided Practice:** (10 mins)  Teacher will pass out number tiles to each student or pair and ask them to make a three-digit number where the “9” has a value of 90. Students will then need to understand that the “9” needs to be in the tens place to make the value equal 90. Continue this process with different values. Make sure to use all place values including zero in the ones and tens. | | | | | |
| **Independent Practice:** (30 – 40 mins)  Students will be given a task card with a problem written on both sides. One side of the card will have a problem such as “Write a 3 digit number where the 5 has a value of 500”, and the other side will have a problem such as “What is the value of the underlined digit” or “What is the value of the underlined numeral”. Students will write their answers in their math notebooks making sure to complete both sides of the task card. After a predetermined time, students will pass their card to the student on their left and work on their new problem. | | | | | |
| **Closing/Summarizing Strategy:** (5 mins)  Class will go over answers to task cards from Independent Practice. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Independent Practice- while waiting for others to finish students can make up their own task card problems in their notebooks. | | | * Guided Practice- give students only 3 tiles to make their numbers. * Independent Practice- let student work with a partner. | | | * Guided Practice- give students only 3 tiles to make their numbers. * Independent Practice- let student work with a partner. * Pre-teach vocabulary words * Include number words, vocabulary words, and place value chart in students' personal dictionaries. |
| **Assessment(s):**  none | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |